DOCUMENT RESUME

ED 350 416 CE 062 090

AUTHOR Anderson, Lorraine Kvistberg; Thomas, Ruth G.
TITLE Innovation in Parent Education: Self-Reflection and Dialogue as Avenues of Learning.
PUB DATE Apr 92
NOTE 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1992). For a related paper, see CE 062 091.
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Education; Dialogs (Language); *Educational Environment; *Educational Innovation; Educational Research; Field Tests; Learning Strategies; *Metacognition; *Parent Education; Program Design; Program Effectiveness; Program Evaluation; *Self Evaluation (Individuals); *Teaching Methods; Thinking Skills

ABSTRACT

A constructivist approach to parent education that enabled parents to be active participants in reflection and dialogue processes was tested in a study. Instruction was designed to stimulate and support self-reflection and dialogue processes enabling parents to be active participants in constructing new meanings to their child rearing practices. As a stimulus for self-reflection, parents were exposed to a wide range of videotaped cases reflecting low context variation in parent-child interaction. An open-ended questioning format encouraged learner-controlled dialogue as parents challenged and supported one another while they examined personal practices. The learning environment was designed to comprise the three phases of learning--idea construction, idea elaboration and linkage to existing knowledge structures, and reorganization and reevaluation--over 10 weekly sessions. Field testing and evaluation of the learning environment was completed in five educational settings, including secondary and adult education settings, at-risk population settings, and higher education. Thirty-one parents in five parent education programs in a large metropolitan area participated. Findings indicated this learning environment helped stimulate parents to reflect upon their underlying beliefs that guided their practices and provided support that gave them control of their own learning process. (Appendixes include 36 references, data tables, concept maps, and group discussion excerpts.) (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED350416

INNOVATION IN PARENT EDUCATION: SELF-REFLECTION AND DIALOGUE AS AVENUES OF LEARNING

Lorraine Kvistberg Anderson and Ruth G. Thomas
University of Minnesota

A PAPER PRESENTED AT THE ANNUAL MEETING OF
THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION
SAN FRANCISCO, CA
APRIL, 1992

(Draft)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L K Anderson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE062090

BEST COPY AVAILABLE

Innovation in Parent Education: Self-Reflection and Dialogue As Avenues of Learning

Problem

There is a growing recognition in our society of the need for life-long learners' who have capacities to critically examine new information, judge the appropriateness of such information and use it to regulate their own actions (Brookfield, 1987). This need has implications for home economics in several areas, one of which is parent education. Parenting requires individuals to use complex thinking in the changing daily transactions that take place in the parent-child system (Brookfield, 1987; Fine, 1989; Powell, 1989; Weiss, & Jacobs, 1988). As parenting roles change due to social pressures and continued breakdown of the extended family and few support networks for parents exist, parents are left to their own devices in understanding the complexity of parenting practices.

Parent education has become an increasingly important alternative to supporting parents in their child rearing roles (Berger, 1988; Cataldo, 1987; Powell, 1989). There is a growing quest to design programs to empower parents to become more competent and confident in their parenting roles, to make informed decisions, and to assume control over their lives (Fine, 1989; Weiss & Jacobs, 1988). Instructional methods often used in parent education programs emphasize disseminating information deemed necessary by the instructor through expository methods and instructor or parent-led discussion groups in which parents' concerns are shared (Fine, 1989; Powell, 1989; Weiss & Jacobs, 1988). Expectations for parents are to apply the presented concepts and then report back to the group the success or failure of resulting experiences. While these approaches provide parents with information they can immediately apply to their own situation, and contribute to their feeling that they are not alone in their struggles, concern has been expressed that simply including parents in these educational processes is insufficient for enabling parents to transform their practices (Fine, 1989; Powell, 1989). Discussion focused on sharing of concerns has been successful in helping parents feel more comfortable, but is limited in helping parents recognize beliefs underlying parenting practices or change inconsistencies between beliefs and practices (Brookfield, 1987; Fine, 1989; Powell, 1989). Educational approaches are needed that help parents construct new understandings by going beyond the "what" of parenting practices to include the "how and why" and the consequences of these practices.

Increasingly, studies on learning have indicated that true understanding is constructed by learners trying to make their own sense of information, problems, and issues rather than receiving information and answers directly from others (Bransford, Franks, Vye, & Sherwood, 1986; Brookfield, 1987; Broud, Keogh, R. & Walker, 1985; Bruner, 1986; Fosnot, 1989; Schon, 1983, 1991; Vygotsky, 1978). Construction of knowledge occurs within a learner's sphere of prior knowledge and experience. Learners attend to features in real-world situations that reflect

familiar meanings that have been established over years of experiences. Unless learners' understandings result in construction of a new cognitive organization that incorporates new information, old understandings are likely to remain intact and continue to guide thinking and actions.

Reflection is a thought process that aids knowledge construction. Linking new conceptions to existing cognitive structures is one of the central features of reflection. Various scholars view reflection as a central process in learning (Bobbitt, 1986; Brookfield, 1987; Broud et al., 1985; Dewey, 1933). Although the term reflection is familiar to teachers, use of reflection in the classroom has been limited by conceptualizations of it that are highly abstract and by beliefs about teaching and learning that teachers bring to the teaching environment. The abstract terms with which reflection has been described leave teachers without a clear sense of what it constitutes. In addition, teaching practices supportive of reflection are guided more by principles than by procedures. Unless teachers can translate those principles into teaching practices, they are unlikely to support reflection in their students. Teachers' beliefs surrounding the issues of classroom control, learner diversity, processes of learning and motivation, roles of teachers and learners, and what constitutes knowledge can enhance or restrict opportunities for reflection in the learning environment (Posner, 1985). Often learners are not encouraged to engage in reflective thought, nor to use personal experiences as a way to construct new understandings because teachers view their role as the controller and provider of knowledge and devalue the relevance of student's personal experiences to their learning.

Shared communication (dialogue) with others who have similar or opposing beliefs is thought to challenge learners to examine new and different possibilities and to consider potential modification of their ideas and practices (Brookfield, 1987; Brown, 1985; Paul, 1990). Dialogue, like reflection, aids knowledge construction. Dialogue is believed to be well suited to helping parents reflect upon the underlying beliefs that guide their practices in a way that supports parents and gives them control of their own learning process. Such approaches are anticipated to more adequately address learners' control of learning and knowledge construction than more traditional approaches to parent education have been able to do. However, clear principles and illustrative procedures are needed to support teachers' use of these approaches.

Purpose

The nature of reflection and dialogue in the classroom will be determined in part by what the learners bring into the situation and in part by how the teacher structures the learning environment. The role of the teacher then, is to provide a stimulus for, and to support the learner's engagement in, the processes of reflection and dialogue.

The research reported in this paper examined a constructivist approach to parent education that enabled parents to be active participants in reflection and dialogue processes. The purpose of the study was two-fold: (I) to design a learning environment that would stimulate and support self-reflection and dialogue, and (2) to determine cognitive changes related to parents' experiences in the learning environment. This paper will address the first purpose, that of designing a learning environment that stimulates and supports self-reflection and dialogue as avenues of learning.

The content area of interest in this study was parent-child interaction. This area was chosen because prior work had been completed in other studies that provided a deep understanding of learning in this content area and a base of experience with alternative learning environments from which to further develop a reflection and dialogue-focused learning environment (Cooke, I988; Thomas, I988; Thomas & Englund, I989; I990). Instruction was designed in the project reported here to stimulate and support self-reflection and dialogue leading to the construction of new meanings related to parent-child interaction.

Theoretical Perspectives

Learning and Pedagogy

One definition of learning is schema change. Schema provide meanings for experiences. Schemata (plural for schema) are defined as the larger structural cognitive units that are used in representing and interpreting information, events, or things in the world. These pre-existing structures direct and modify perceptual activity (Neisser, I976), and are representations of a person's "world knowledge" (Anderson, I977). According to Neisser (I976), the act of perceiving is a constructive process involving schemata in the anticipation of certain kinds of information which enable exploration of relationships among familiar events and the subsequent actions. The process of understanding and connecting meaning to new information involves creation (construction) of schemata.

Theoretical perspectives drawn from constructivist learning and schema theories formed the basis for this research. These theories suggest that knowledge is constructed by learners in the process of their own reflection, inquiry, and action. Restructuring knowledge occurs through engagement in problem posing and problem solving, reflection, dialectic dialogue and inference making (Brookfield, I987; Broud, et.al., I985; Brown, I985; Bruner, I986; Paul, I990; Schon, I983; I99I). When incorporated in learning environments, such intellectual processes that encourage learners to engage in the construction of meaning help empower learners to think for themselves, to develop their own ideas, and to be in charge of their own learning. Learners attend to features that reflect meanings already familiar to them, perceive and structure incoming information in ways that recreate and reinvent new meanings, and organize information in ways

that are meaningful to them (Bruner, 1986; Fosnot, 1989; Galambos, Abelson, & Black, 1986; Neisser, 1976). The learner's goals and intentions will influence what is extracted or consciously perceived. Applying a constructivist perspective to structuring learning places learners in the lead and can provide teachers with a better sense of understandings and misconceptions that learners bring to their learning and ways in which these conceptions could be changed or reconstructed.

Instructional approaches which allow learners to examine personal experiences through reflection and dialogue are thought to enhance meaning construction (Brookfield, 1987; Broud, et al., 1985; Paul, 1990; Schon, 1983, 1991). Reflection, to be meaningful, is purposeful activity directed towards a goal and not simply idle meanderings or day dreaming (Broud et al., 1985; Brown, 1985). Three important elements or stages in the process of promoting purposeful reflection are described by Broud et al., (1985). These elements or stages include: (1) Returning to one's experiences and recalling important features. Of particular importance is the observation and acknowledgement of feelings evoked during this stage; (2) Attending to positive or restrictive feelings that may aid or impede a thorough examination of the experience. At this stage connecting of ideas and feelings which were a part of the original experience takes place; and (3) Re-evaluating these experiences based on personally defined intentions that incorporate new knowledge.

It is such cognitive activities that can result in changed conceptions and perspectives. The impetus for learning to occur in most adult learners is precipitated by reflecting upon one's life occurrences. However, simply drawing upon learner's prior experiences and providing active engagement of learners through dialogue is not enough, according to Broud et. al., (1985). Cognitive processes such as reflection that internally examine and explore issues of concern brought on by an experience are needed at various junctures in the learning process. It is these processes that lead to new understandings and appreciation. Self-reflection as a level of reflection is "the act of becoming aware of specific perceptions, meanings or behaviors of ones' own or of habits seen, thought or acted" (Broud et al., 1985, p. 25) and involves being immersed and actively engaged in learning. Self-reflection includes those thinking processes that make judgments about aspects of one's life and through which resolution of contradictions recognized in those identified aspects occurs. According to Brown (1985), self-reflection is empowering and liberating when used to critically consider ideas and judge them for adequacy through questioning and reasoning.

Verbal interaction encouraged through learning approaches such as Socratic dialogue are suggested as possible mechanisms for producing conceptual or schema change (Anderson, 1977). Dialogue is a communication process in which perspectives are shared. It is an exchange of ideas and opinions within oneself or with other individuals. Dialogue helps to build links between the

learners' prior experiences and new knowledge. Dialectical dialogue, is a type of dialogue that enables one to critically examine aspects of one's personal life for assumptions, implications and consequences and resolve recognized contradictions in personal practices (Brown, 1985; Brookfield, 1987; Broud et al., 1985; Paul, 1990). By attending to conflicting views, one's thinking can be engaged in reasoning and reflection that allow different perspectives to be considered and that can lead to synthesis or choice of views and reconciliation between professed belief and action (Brown, 1985; Paul, 1990).

Self-reflection and dialogue are lived cognitive activities which enable one to critically question and reappraise experiences in the search for new possibilities and to modify meanings of present situations so that new beliefs and actions can be formed (Brookfield, 1987). These activities on the part of students can be aided in a nondirective way through instruction that facilitates learner-directed thinking and insight. Nondirective approaches to teaching support self-reflection and dialogue by giving learners responsibility for idea generation, problem finding, problem solving and meaning-making. These approaches to learning strive to develop learners who are capable of judging and regulating their own actions. This responsibility and a supportive environment empowers learners to become self-regulating. Fosnot (1989) describes empowered learners having abilities that aid in autonomous action and inquisitive thinking that includes questioning, investigating and reasoning. Likewise, an empowered teacher is described as one who views learning as constructing and teaching as facilitating processes that enhance and enrich development.

Scaffolding is an approach to supporting learning that places the learner in the lead, and allows learners to develop a view of themselves as being in charge of their own learning (Vygotsky, 1978). Scaffolding is a supportive environment or partnership that enables learners to engage in activities that are just beyond their stage of development within an area of learning. The instructor's role is that of a sensitive follower who supports rather than directs the learner's activities. More support for the learner is provided initially; gradually the amount of support fades as the learner becomes more able to independently engage in the activities of interest. Because learners have a lead role in a scaffolding approach to instruction, they develop a view of themselves as being in charge of their own learning rather than expecting someone else such as the teacher, to direct them.

The processes of dialectical dialogue and self-reflection are relevant to parenting practices and are central in the learning environment described here. Scaffolding was a principle of nondirective teaching used to both stimulate and support self-reflection and dialectical dialogue.

Parenting

Growing evidence from child development literature suggests that sensitivity, responsiveness, reciprocity, and support are general qualities of parent-child interaction that nurtures children's development and human development in general (Bronfenbrenner, 1990; McGovern, 1990; Newberger, 1980). Sensitive parents obtain information from their child that helps them accurately identify their child's needs. Research indicates that early parental sensitivity to children's needs is predictive of the quality of later parent-child relationships and of relationships children form with other individuals (Ainsworth, Blehar, Waters, & Wall, 1978; Bromwich, 1981; Bronfenbrenner, 1990). Responsive parents provide contingent, consistent, and appropriate responses to their childs' cues and change their approach to fit the child's developmental stage (Clarke-Stewart, 1973). Responsive actions require both cognitive and emotional availability (Brazelton & Cramer, 1990). When parents behave in an attentive, responsive manner, their children are more likely to develop trustful or secure attachment relationships and to experience accelerated cognitive development (Ainsworth, et al., 1978; McGovern, 1990).

Reciprocity, which builds on sensitivity and responsiveness, occurs when both partners read each other's cues accurately and are responsive to each other. Reciprocity involves mutual give and take and turn-taking in which both parent and child contribute to and influence their interaction in an active and major way (Clarke-Stewart, 1973; Brazelton & Cramer, 1990). Support entails deeply reflective, thoughtful, and deliberate planning by the parent of an environment that is stimulating and enriching visually, verbally, and with appropriate materials. Parents also support their child's development by trusting children to be capable and competent, participating in children's activities as a partner, and allowing children to actively explore even though it might be messy and not very convenient (Bromwich, 1981; Clarke-Stewart, 1973). A supportive environment provides children with opportunities to develop their capacities which, in turn, makes it possible for them to participate in and benefit from increasingly challenging experiences (Bronfenbrenner, 1990).

Identified in both parent-focused child development research and in clinical work with parents (Brazelton & Cramer, 1990; Clarke-Stewart, 1973), the patterns of sensitivity, responsiveness, reciprocity, and support may be thought of as cluster of related qualities identifiable across many different parenting situations, across children's developmental stages, and across parental contexts such as social class. Research suggests that children who grow up in warm, nurturing relationships in which these qualities predominate are less likely to turn to drug abuse and adolescent sex to try to fulfill dependency needs unfulfilled earlier in life. Such

children are more able to establish satisfying relationships with others throughout life, including their own children.

In contrast to the cluster of support qualities described above, other qualities restrict development. Insensitivity, unresponsiveness, intrusiveness, and control are behaviors where adults ignore, interfere with or seek to restrict the actions of another. For example, insensitive parents may fail to notice their children's cues, signals, and messages. Unresponsive parents act in ways that are unconnected with and, therefore, unresponsive to their children's needs, interests, and goals. Such parents respond only to their own schedules without considering their children's states and needs. These parents are emotionally and cognitively unavailable to their children distancing themselves physically, emotionally, and cognitively from their children. When interaction does occur, it is limited to brief, superficial encounters regarding impersonal routines and schedules. Parental insensitivity and unresponsiveness result in the child's needs being ignored. This conveys to children a sense of disinterest in them on the part of the parent, a sense that they don't matter, that they are unimportant (Maccoby, 1980). Children who experience insensitive caregivers during their formative years are more likely to have troubled adolescence and when they become parents, to perpetuate a cycle of unmet needs and troubled children from one generation to another (Bretherton & Water, 1985; McGovern, 1990).

Intrusiveness refers to interfering in another's interests, plans, goals, relationships, and activities such that the other's well-being, autonomy, and self-expression are reduced or prevented. The parent intrudes into the child's life in ways that interfere with, restrict, and prevent the child from pursuing his or her own interests and goals and developing his or her own perspectives. The intrusions are in the service of the parent's needs, interests, goals, and perspectives. Parents may reflect intrusiveness when they intervene by providing unwanted help and advice when a child makes an error or encounters difficulty. Intrusiveness in such cases results from an intent to be helpful that is unaccompanied by sensitivity to the other person.

Controlling parents restrict children's activities unnecessarily in ways that limit children's development and learning by exercising power and authority over the child (Maccoby, 1980). Such parents may actually be able to sense their children's needs, but instead of empathizing with and responsively meeting their children's needs, they use their insight into the child to manipulate the child in ways that serve their own ends.

Parents who express restrict qualities often experience their children's demands as an irritating interference with their own primary goals. When restrict qualities predominate, parent-child interactions are likely to be characterized by bargaining or dominance of one member's goals over another's and using directive approaches in guiding children rather than suggestive ones.

Design of The Parent Education Learning Environment

The design of this parent education learning environment was aimed at stimulating and supporting self-reflection and dialogue relevant to the qualities of parent-child interaction described in the theory section. Both the parenting qualities and the cognitive learning theory described above guided the design of a learning environment which is described below.

Learning Environment Assumptions:

Assumptions underlying the design of the learning environment were based on information summarized in the previous sections of this paper. These assumptions included:

Assumptions About Parents As Learners

- Parents' ideas are constructed from their own experiences and from their communication with others.
- Parents' ideas about parenting may or may not be grounded in understanding of children's development and their own growth as a parent.
- Information has little impact on ideas and practices unless it becomes integrated within parents' cognitive organization or produces a new cognitive organization.
- Parents have the capacities to engage in dialectic dialogue and self-reflection as processes that allow them to be in control of their own learning.
- Parents bring strengths to the learning situation, including specific knowledge of their own child and their circumstances.

Assumptions About Learning and Teaching

- Constructivist theory provides a basis for developing learning environments that help stimulate and support parents in reflection and dialogue processes.
- Learning involves connecting new knowledge to what is already familiar, and reflecting upon, elaborating and reconstructing one's knowledge.
- Learning is more meaningful when learners engage in questioning, investigation, and reasoning about ideas of interest to them.
- Teaching as a facilitating process enhances and enriches the development of learners.
- Learning is a process of meaning construction with the role of the teacher as a stimulator and supporter.

Learning Environment and Processes

The learning environment and processes were designed to stimulate and support learners in constructing their own understandings of parenting through self-reflection and dialectical dialogue. Exposing learners to a wide range of experiences with cases which reflected varying parent-child interaction provided stimulation, challenging learners through open-ended questioning, and exposing learners to varying viewpoints provided both stimulation and support.

Strategically Arranged Video Cases

Video-taped case situations were introduced in special sequences according to surface and deep features. These episodes depicted real-life situations and were not explained, interpreted, or narrated. During the initial idea construction phase of learning, video-taped scenes that were the same in surface features but different in deep features were paired together. These scenes were referred to as contrast sets. One scene in each set or pair depicted a controlling parent and their infant in a play situation with a basket of toys. The contrasting scene depicted a supportive parent and their infant in the same play situation with the same basket of toys. By keeping the physical and social surroundings and activity very similar, low context variation was achieved across the pair of scenes. The purpose of the juxtaposed scenes, similar on surface features but contrasting in deep features, was to highlight the deep features, to make them more apparent. Contrasts enable people to notice features that they might otherwise miss. Contrasts are a scaffold that makes the noticing of features easier. The contrast sets were the stimulators for dialectical dialogue and self-reflection to occur as parents entertained contradictory perspectives.

Broad Range of and In-Depth Experiences

Range and depth of experience contribute to or limit learner's construction of knowledge. The range of experience refers to the degree to which experiences vary. A wide range of experience provides rich opportunities to compare similarities and differences and to attend to features of interest. Construction of more general understanding is dependent on a wide range of experience. Stimulating and supporting self-reflection and dialogue requires experiences that have contradictory elements and that students be given opportunities to become personally involved in thinking critically about them. Contradictory elements were introduced by pairs of video-taped parent-child interaction scenes that reflected contrasting qualities and by diverse perspectives the parents shared in their discussions. Depth in experiences refers to the amount of a type of experience and to the level at which experiences are encountered. Deeper experiences are extended in time and engage many intellectual facets as well as emotions. Depth in experiencing the scenes was provided by an extended discussion of them described below.

Open-ended questioning

A questioning format used in connection with the contrast set video segments was aimed at learner-controlled learning. Learners generated their own observations, reactions, insights, interpretations, and conclusions. The questioning was a scaffold intended to stimulate and support learners in doing their own thinking. The intent of the questioning was to encourage learners to observe, to verbalize what they see, to share their thoughts, to hear the thoughts of others, to consider consistencies and contradictions in what they hear, and to construct for themselves new ways of looking at parent-child interaction. The questioning sequence, pursued after each contrast set, included questions that focused on general aspects of what was noticed, specific aspects of the parent or child viewed, and evaluation of what was appropriate for parent or child. Once the evaluative ideas were generated, parents were asked to explore consequences of actions for parent and child. These questions engaged parents in thinking hypothetically. Up to this point the questions engaged parents in problem identification and understanding. Parents were then asked to generate alternative solutions and recommendations, and to extend their thinking to potential consequences of their recommendations. Following this, questioning shifted to identification of conditions under which the problems that learners identified are more and less likely to occur. This discussion was intended to focus attention on the varying stresses and pressures that parents experience and on the impact of these conditions on parents' capacity to be sensitive and responsive to their children's developmental needs.

Learner Self-Direction

Because self-reflection and dialogue processes involve initiating one's own noticing and spontaneously generating ideas rather than being provided with some else's, instruction that engages learners in self-reflection and dialogue is believed to support self-directed learning. The instruction in this learning environment reflected scaffolding as a nondirective approach to teaching which places learners in the lead and in charge of their own learning. Learners identified as well as solved problems and relied on their own resources for generating or finding relevant ideas. The video-taped cases and open-ended questioning were used as scaffolds to foster learner-controlled dialogue and self-reflection. The role of the teacher was to provide a supportive and trusting environment for learner engagement and participation in dialogue and self-reflection. In addition to these aspects of the learning environment, a stimulated recall procedure, described below, was used with each participant to support the parent in focusing on their own interactions with their child.

Stimulated Recall

Stimulated recall is a self-reflective procedure that has been used by researchers to study thinking (Calderhead, 1981). In the course of using this procedure for research purposes (Cooke, 1988) the instructional potential of it as a stimulus to self-reflection was suggested. To explore this insight, it was incorporated in the learning environment. This procedure was conducted in the participants' homes by the instructor who taught the weekly sessions. It involved the parent and their child in a play episode which was tape recorded. At the end of the video-taping episode of the parent-child interaction, the tape was played back to the parent, stopping at frequent intervals. At each stop the parent was asked,"what was happening? What were you thinking? What were you attempting to make happen? What does it seem that your child was trying to make happen? What does it seem that your child was thinking? What were the implications of these actions? For you? For your child?" The purpose of the stimulated recall was to support the parent in exploring their own parenting practices in light of new awareness and understandings generated by the weekly sessions. This activity encouraged parents to make connections between the new ideas and information generated in class and their parenting practices.

Stages of Learning

The learning environment reflects three stages of learning: (a) Idea construction; (b), Idea elaboration and linkage to existing knowledge structures; (c) Reorganization and re-evaluating. The learning environment was designed to comprise the three phases of learning over ten weekly sessions. Each phase, while distinct in the design of the learning environment, was revisited many times during the learning process.

Phase one: Sessions 1 through 3. Trust and rapport was first established among the participants and with the instructor through several ice breaker activities. Instruction began by introducing pairs of contrasting video-taped parent-child interactions. These contrasting scenes of parent-infant interaction reflected qualities of supportive and restrictive parent-child interaction. The open-ended questioning format was used to help learners generate their own observations, reactions, insights, interpretations, and conclusions. Parents' childrearing beliefs were challenged through dialogue among participants stimulated by the scenes. Discussion centered upon parents' interpretation of what they saw happening in the video taped scenes and connecting what they saw to their own parenting practices.

Discussion was stimulated, if needed, by the instructor posing open-ended questions. The sequence of these questions began with elicitation of "what was noticed", becoming more specific "what was the child or adult trying to do", and then moving on to consider the appropriateness of

the adults actions from the perspective of both adult and child. These questions focused parents' attention on the intentions of the adult and those of the child in the scene and engaged parents in considering assumptions the adult in the scene seemed to be making about children. Finally, questions focused upon cues that provided information about feelings, on the long-term consequences and implications of patterns observed and on suggestions and recommendations.

This sequenced questioning provided a framework for the dialogue among participants by allowing parents to first reflect upon the scenes viewed and recollect features that were salient. Attention to and sharing of feelings about the scenes and evaluating the experiences viewed helped parents make connections to their own practices. Engaging in making judgments about implications or consequences of actions encouraged parents to recognize opposing views regarding outcomes as well as to examine their own personal perspectives and actions for contradictions.

Parents' discussions were audio-taped and specific behaviors and actions parents noted in the scenes were recorded on a flip chart. These materials were used by the instructor to summarize each session. The summary of the previous session was shared with parents at the beginning of each new session. Parents were invited to reflect upon the summary and how it related to their own situation and parenting experiences during the week. This sharing of each other's thinking, like the discussion of the contrast sets, confronted learners with views different from their own and continued their dialectic thought and self-reflection processes.

Phase 2: Sessions 4 through 6. The self-reflection and dialogue processes continued as parents were involved in recollecting their own prior experiences , attending to positive and restrictive feelings generated by earlier sessions, and re-evaluating their parenting experiences. Construction of new meanings was fostered by allowing parents to individually and then in small groups construct concept maps of the main ideas that had been discussed in previous sessions and identify patterns that were evident in the maps. More diverse video-taped situations depicting scenes involving parents and children of varying ages interacting in daily routines were then introduced. Dialogue which interjected conceptual conflict and self-reflection on personal childrearing ideas and practices continued, supported by the same questioning format used previously for the contrast set cases. As parents developed deeper understanding of their own parental practices they were asked to reflect upon new meanings that this awareness had for them. Approximately two-thirds of the way through the program, the stimulated recall procedure explained earlier was conducted in the parent's home.

Phase Three: Sessions 7 through 10. Additional video-taped situations were introduced during this last phase of instruction. Parents were exposed to increasingly varied interpersonal interaction situations involving adults and older children in school, family, and peers. These

diverse situations reflected interactions across family relationships and life span development. Previous patterns of dialogue and self-reflection were continued in relation to these scenes to foster parents' construction of meaning and re-evaluation of parenting experiences. The questioning format to stimulate dialogue was continued along with individual or small group sharing that reflected parents' own meanings. Concepts introduced in the previous weeks were reinforced as parents reflected upon and shared examples of types of interaction they saw happening in their own parenting practices.

Research Procedures

The learning environment was evaluated for evidence that the learning environment did stimulate and support reflection and dialogue. This section will describe the selection of participants and learning environment implementation procedures.

Site Selection, Participant Recruitment and Group Description.

Field testing and evaluation of the parent education learning environment was completed in five educational settings including secondary and adult education settings, at risk population settings, and higher education. A total of 3l parents enrolled in five parent education programs in a large metropolitan area experienced the parent education learning environment over a six-to ten-week period. Participants included first and second time adolescent parents, single parents, highly educated parents, high school drop-outs, middle income, and low income parents.

Contacts regarding participation in the study were made with the Early Childhood Family Education directors of several large metropolitan school-based parenting education programs and with counselors of high risk parents referred to parent education intervention programs located in community service centers and medical clinics, and with directors of child care centers. Sites were selected based upon the following set of criteria: (a) program enrolled primarily first or second time parents of infants, (b) program participants within or across programs represented a mix of socio-economic status and educational backgrounds, (c) parents enrolled in programs and program staff were willing to participate in the study, and (d) the site could accommodate the learning environment within their schedule and program structure. Field-test sites included three school district-sponsored adult education parent education programs, one school district-sponsored program for teen age parents, and a University-sponsored child care program. Two of the school district adult education programs served primarily middle class parents. The third school district adult education program was an outreach program for at-risk adult parents. The teen parents were high school students, or students getting their GED diploma. Parents from the University child care program included professionals who had completed doctorate degrees and single parents completing baccalaureate degrees. Participation in the study was voluntary.

Tables 1-4 provide a profile of the groups with respect to gender, age, educational background and number of children.

(INSERT TABLES 1, 2, 3, 4)

Most participants in the study were female. The Suburban Sites 1 & 2 were made up of middle class participants who were either full-time mothers or mothers who worked part time. All were married to spouses who worked full time. Participants at these two sites were somewhat older in age compared with the other three groups. Most had completed some college work and several had completed college degrees. The median number of children for these two sites was I.5 with median age of child 1.81 years.

The four male participants were enrolled in programs at Sites 3 (Outreach), 4 (University), and 5 (Teen Parenting). Program participants in Site 3 differed from the others in that they were individuals referred to a community Early Childhood and Family Education Center through compensatory programs for their children such as Head Start. Participants were single mothers who did not work and received Aid for Dependent Children, a mother with a working spouse, and a father who worked part-time in the evening when his working spouse was home to care for their child. These participants all lived in a subsidized housing complex and were bussed each week by the school district to the program site. Program staff rode the bus each week to the housing complex where they went to participants' apartments to encourage them to attend the session that day. These outreach group parents had completed high school, several through the GED program. One of the group had completed a short technical college program and another had one year of college. Median age of this group was in the 25-30 range, median number of children I.5, with median age of children 3.47 years.

The Site 4 was created especially for this study drawing from a pool of interested parents of young children at the University-campus child care center. Participants were University staff and students whose children were cared for during the day by the center. This was a diverse group reflected in the range of educational level and family structure of parents enrolled. Educational level ranged from students currently enrolled in a baccalaureate degree program to parents who had completed doctoral degrees. This group included a single mother who had been a teen parent, a married mother who worked part-time at the university and was enrolled in a graduate program, and a married couple. All of the parents enrolled in this program had only one child. Median age of parents was in the 30-35 range and median age of child was 2.10 years.

At Site 5 participants were composed of four mothers and two fathers. This group was the most homogeneous of the groups in age since all were teenage parents. Median age was I8. Some of the teens lived in their own household with their child, some lived with their parents, and some had established a household with their child's other parent. The program in which the teens were enrolled was part of an alternative high school completion program for teen-age parents located in

a suburban high school. These parents each had one child except for one who had two children. Median age of children was 1.6 years.

Implementation

Participation in the study began prior to the first instructional session with an hour long pre-interview conducted at the parent's home or at an arranged site. Participants then attended the learning environment sessions which were scheduled for one and one half hours each week. During the implementation of the parent education learning environment, discussion was audio-taped for further analysis purposes. These recordings included all class discussions related to the questioning sequence and other verbal interchange that occurred among participants and between participants and the instructor. Participation in the study ended with a one-hour post-interview following the final session. Pre- and post-data in addition to the interview were obtained to determine cognitive changes related to parents' participation in the learning environment.

The parent education learning environment was implemented in the five sites in various ways that fit the particular audience and circumstances at each site. In sites 1 and 2 (suburban, school district-sponsored adult parent education programs), the learning environment was implemented over a ten week period. In site 3, (school district-sponsored adult education outreach program for at-risk parents), the learning environment was implemented for six weeks. This site also had some additional limitations due to the sporadic attendance of these parents even though transportation was provided from their home to the school site. These limitations make it highly questionable if it could be concluded that the learning environment was fully implemented in this site. The number of sessions in each phase of the learning environment was reduced in these two sites to accommodate the shorter time frame. Site 4, the University child care site, was similar to sites 1 and 2 in attendance, but the learning environment was implemented over a period of 6 weeks due to parents' heavy work schedules. In site 5, (the teen parenting program), the learning environment was implemented over a ten week period. In this site only, the regular teen program instructor taught the sessions after receiving training from the researcher in the theory underlying the learning environment and procedures for implementation. In all of the other sites the same researcher taught the sessions.

Findings

Findings are reported below in relation to patterns reflected in the parent's dialogue and differences among parent groups.

Did self-reflection and dialogue occur within the learning environment?

Examples taken from dialogue by parents from each of the three phases of the learning environment provide evidence that reflection and dialogue occurred within the learning environment. See Appendix for the entire dialogue of the following illustrations.

Phases of reflection: Phase one, returning to one's experiences.

The following responses support the premise that meaning is connected with personal experiences (Broud et al., 1985). Returning to one's personal experiences and recalling important features is thought to provide linkages to understanding new ideas. Following the viewing of a segment of contrasting scenes of mothers and their infants engaging in a play situation, these were responses to the question what did you notice. Parents' interpreted the video scenes by returning to their own parenting experiences and verbalized what they would have done in a similar situation.

Site 4-PAI "The second one I thought immediately that would be what I would do, it is true that's me. When I first saw the 1st mom I thought that would be so boring to just sit there and watch the baby play. You know it is really dull. I mean you're doing interesting things, but they are not things I am interested in. You know, you talked about space, like me. I would perhaps have been off doing something else."

PA2 "You know, like PA1, I might be a jump ahead and be presenting new toys to the baby. The first mother seemed to understand where the baby was developmentally. I would want to be patient and do that but that would be short lived for me. Your point of space, the physical stance, there are the toys, and I'm at the edge of the stage are good thoughts."

Phases of reflection: Phase two ,attention to feelings and making connections.

Also embedded within the dialogue illustrated above, is the notion of attending to feelings as a means of connecting meaning to information. PA1 makes notation of "feeling bored, this being dull", "would be short lived for me." These parents are attending to their own feelings, but acknowledged that these would not be impediments to examination of their parenting experiences. Further evidence of attention to feelings of child, parent and others is seen in the following excerpts.

Site 4-PA3 "Or more importantly, that's what she thought you did. She was getting her baby ready just like we were getting her and how she did it was her own exaggerating way. Although maybe not so exaggerated. So I think they're more sophisticated about feelings. When my child screams at us, she screams back in exaggerated scolding that we have done to her. But if I said don't do that real firm, probably twisting the knife that I am mad, anyway. I have a tendency to go the other way when it comes to their feelings."

Site 4-PA4 "Well treating them as people as opposed to a non person or something to laugh at, respect and it also is something to do with level you know. I think that a more positive ways, can be where the child is at, you know."

Phases of reflection: Phase three, re-evaluating and making connections.

Linking new conceptions to existing parental practices is the central feature of this phase. Parents re-evaluate their experiences based on insight garnered from communication with other parents or triggered by the video. Illustration of evidence that re-evaluating did occur during the learning environment is shown in the following excerpts:

Following a previous week dialogue about involvement of fathers in the parenting role this comment was made and shared.

Site 1- PA1 "I'm just a little bit worried about my child because he, that part, you know after last week, everything else will be fine. Then, all of a sudden it occurred to me when I was re-arranging the medicine chest that everything would be exactly, because my son has asthma and he can have acute attacks. So I have everything close now, but my husband has not been a part of all the doctor appointments so he does not know all the procedures even though I have discussed it with him. I am still a little leary. Then I realized how much I have inside my brain that he does not have knowledge of. So on each bottle I am writing this information. This is this, this is that. Here is how it should be done. I almost feel like he is a baby sitter."

Following a similar dialogue about father's involvement in parenting, these comments were made at Site 4 by the mother of the husband wife couple in the group.

PA2 "I think, you know, it occurred to me like you know what we talked about last week. About your taking (daughter) sliding, and even with the list leaving, or the 20 questions, it occurred to me that it is kind of like trying to be part of what is going on with the child even though you are not there. And it is not so much, well also part of it is that I , you know, I want to keep tabs on what my husband is doing, but I want to be a part of it when I am not there, you know, same as with day care. You know, what is going on in her like so you feel part of her life."

Did the Learning Environment stimulate and support self-reflection and dialogue?

Evidence that the learning environment did in fact stimulate and support self-reflection and dialogue is reflected in the previous excerpts taken from sessions which document the three phases of reflection (Broud et al., see theory section). Parents were stimulated by the video-taped cases to make connections to their own personal experiences. Parents shared these experiences with the group, as well as provided options or opposing views for continued reflecting during the week. Parents often reached a new level of understanding that was shared with the group the following week. For further evidence of dialogue and self-reflection, larger excerpts from the transcriptions of two site session dialogues are provided in the Appendix. Concept maps from each site (see phase 2 of the learning environment in the design section) are also included in the Appendix as evidence that connections and reorganization of insights shared within the group were taking place.

The excerpts above provide evidence that stimulation was occurring. That the video tapes stimulated the discussion is revealed in the topics of discussion which were related to the video taped scenes. The initial dialogue following the viewing of a scene became an avenue from which many concerns could be expressed, shared and connected. For example, the video showing a father

making breakfast with his three year old daughter triggered conversations about the role that fathers play and how mothers feel a need to control what is happening with their child even when they are not there. (See the transcription excerpts in the Appendices)

While the videos provide a stimulus for dialogue to occur, the parents supported one another in their comments among themselves thus encouraging the dialogue to continue. Support for others' ideas can be found in references by the parents to others in the group such as in the following excerpt: "I might like (Name) be a jump ahead and be presenting new toys." "You made a good point there (name) about individual difference." "I was thinking (name) that it was something you and I talked about last week, that it was a good suggestion."

What did the learners' bring into the learning environment?

Although learners have their own sphere of prior knowledge and experience from which to extract meaning, it appears useful to form parent groups to provide a broader range of understandings for the dialogue. Four of the groups in this study were very homogeneous, while one group (Site 4) was quite diverse in background and educational achievement. This diverse group generated the richest and deepest dialogue in the extent to which concepts were elaborated and examined. Discussion transcripts for this group and another group can be compared in Appendix to gain a sense of this richness and depth. Although, this group met fewer times than several other groups, it was evident that individuals in the group did a lot of self-reflecting during the week. These parents would immediately begin discussing the past weeks' concepts by themselves before the session formally began.

It would appear that parents of infants would be stimulated and supported by the shared experiences of parents with several children. Parents who had several children were able to reflect upon older children's behaviors and were also able to bring more knowledge and experiences into the dialogue. Older parents appeared to connect workplace experiences as well as specific parenting knowledge with ideas being generated.

It appears that if stressful events are occurring in one's life that these stresses take precedence and form the foci for discussion at that time. Watching the video taped cases appeared to stimulate connections with current happenings in parents' families. The outreach group used much of their dialogue to deal with attention to basic needs that they were having to meet. The sharing of ideas on this level appeared useful to these parents.

After the groups had been in session for several weeks, parents would link video taped cases immediately to their own lives and not discuss the general aspects of what they saw the person in the video doing or how the person in the video would be feeling.

The instructional approaches used in this learning environment, did appear to allow learners to examine personal experiences through dialectical dialogue and self-reflection processes. The

use of video taped cases of parent-child interaction stimulated parents to draw upon their experiences and knowledge of children to question, inquire, and search for understanding.

Conclusions and Implications

Constructivist and schema principles were applied to a learning environment that stimulates parents' to reflect upon their underlying beliefs that guide their practices and provides support that gives them control of their own learning process. The central focus of this paper is the design of a learning environment that would stimulate and support self-reflection and dialogue. The question to be answered was whether or not the learning environment stimulated and supported self-reflection and dialogue. The findings suggest that the learning environment was successful in stimulating and supporting self-reflection and dialogue among parents. A clue to the success of the learning environment in stimulating and supporting self-reflection is present in the number of comments from participants who commented that they had never before thought about the things they were being engaged in thinking about. Because of the open-ended questioning format, discussion flowed from the parents' own thoughts drawn from memories of their experiences that were triggered as they viewed the video-tapes and listened and responded to the verbalized thoughts of other parents in their group.

It seems likely that, if participants' thought processes were stimulated during their participation in the learning environment, self-directed learning is likely to occur beyond the program sessions. In conversations with the researcher months after the sessions ended, several participants commented that they still were reflecting upon some concepts and had made some major changes in the way that they were parenting such as taking time off from work to spend time with their children or allowing their children to make more of their own decisions about things that are within their capacities to decide. One mother expressed that in tense situations with her child, she was able to visualize some of the positive interactions in the video-taped scenes she had seen during the sessions and that this had caused her to stop and reflect upon more appropriate ways of dealing with her anger and the discipline of her child. These conversations suggest that self-directed learning was taking place over an extended period of time that reached far beyond the program itself.

There are several implications that can be drawn from the field testing of this parenting education learning environment for design of parent education programs. Instructional approaches that are different from instructor-controlled content and expository methods are needed to encourage individuals to actively engage in and direct their own learning. This study suggests principles and provides procedures for parenting education that immerses learners in a supportive environment where they are actively engaged in constructing meaning and reflecting upon parenting experiences. This present study supports the view that self-

reflection and dialogue are modes of inquiry leading to constructed meanings by learners. Through the cognitive processes of dialogue and self-reflection, parents can be challenged to explore and understand the impact that parental belief systems have on children's development and on parental practices. It seems likely that if such a program would plant the seed for reflection processes, and allow and support the development and ability to practice reflection processes, dialectical dialogue and self-reflection will continue. If this is the case, self-directed learning is achieved. Parenting changes due to reflection will be a difficult phenomenon to "prove" in the traditional sense of research and may be more observable through clinical rather than research methods. Despite such difficulties and possibilities, it is anticipated that the study reported here, by identifying conditions that appear to matter in learning processes, help to set the stage for pursuing such issues.

References

Abelson, R. P., & Black, J.B. (1986). Introduction. In J.A. Galambos, R. P. Abelson, & J.B. Black (Eds.), Knowledge Structures (pp.1-20.). Hillsdale, NJ: Erlbaum.

Ainsworth, M.D., Blehar, E., Waters, E., & Wall, S. (1978). Patterns of attachment: A psychological study of the strange situation. Hillsdale, NJ: Erlbaum.

Anderson, R.C. (1977). The notion of schemata and the educational enterprise: General discussion of the conference. In R.C. Anderson, R.J. Spiro, & W.E. Montague (Eds.), Schooling and the acquisition of knowledge. Hillsdale, NJ: Erlbaum.

Berger, E.H. (1991). Parents as partners in education. New York: Merrill.

Bobbitt, M. (1986). Reflective thinking: Meaning and implication for teaching. In R.G. Thomas (Ed.), Higher order thinking: Definition, meaning and instructional approaches (pp. 62-68). Washington, D.C.: Home Economics Education Association.

Bransford, J.D., Franks, J.J., Vye, N.J., & Sherwood, R.D. (1986, June). New approaches to instruction: Because wisdom can't be told. Parer presented at the Conference on Similarity and Analogy, University of Illinois.

Brazelton, T.B. & Cramer, B. (1990). The earliest relationship. Reading, MA: Addison-Wesley.

Bretherton, I., & Water, E. (1985). Growing points of attachment theory and research. Monographs of the Society for Research in Child Development, 50, 1-2.

Brookfield, S.D. (1987). Developing critical thinkers. San Francisco: Jossey-Bass.

Bronfenbrenner, U. (1990). Discovering what families do? In D. Blankenhorn, S. Bayme, & J. Bethke (Eds.), Rebuilding the nest: A new commitment of the American Family (pp. 27-38). Milwaukee: Family Service America Publications.

BEST COPY AVAILABLE

Broud, D., Keogh, R. & Walker,D. (Eds). (1985). Reflection: Turning experience into learning. New York: Kogan Page, London/Nichols Publishing.

Brown, M.M. (1985). Philosophical studies of home economics in the United States: Our practical-intellectual heritage. Vol I. East Lansing, MI: Michigan State University.

Bruner, J. (1986). Actual minds, possible worlds. Cambridge, MA: Harvard University Press.

Calderhead, J. (1981). Stimulated recall: a method for research on teaching. British Journal of Educational Psychology, 51, 211-217.

Cataldo, C.Z. (1987). Parent education for early childhood. New York: Teaches College Press.

Clarke-Stewart, K.A. (1973). Interactions between mothers and their young children: Characteristics and consequences. Monographs of the Society for Research on Child Development, 38, (6 and 7), (Series no. 153).

Cooke, B.L.D. (1988). Mental processes and knowledge underlying expertise in parenting. Unpublished doctoral dissertation, University of Minnesota, Minneapolis.

Cooke, B.L.D. (1989). Mental processes and knowledge underlying expertise in parenting. In R.G. Thomas (Ed.), Thinking underlying expertise in specific knowledge domains: Implications for vocational education (pp. 39-84). St.Paul: University of Minnesota, Minnesota Research and Development Center for Vocational Education.

Dewey, J. (1933). How we think: A restatement of the relation of reflective thinking to the educative process. Boston: D.C. Heath and Co.

Field, T. (1980). Early development of infants born to teenage mothers. In K. Scott, T. Field and E. Robertson (Eds.), Teenage parents and their offspring (pp 145-175). New York: Grune and Stratton.

Fine, M. (Ed.). (1989). The second handbook on parent education. New York: Academic Press.

Fosnot, C.T. (1989). Enquiring teachers, enquiring learners: A constructivist approach for teaching. New York: Teachers College Press.

McGovern, M.A. (1990). Sensitivity and reciprocity in the play of adolescent mothers and young fathers with their infants. Family Relations, 39, 427-431.

Maccoby, E. (1980). Social development: Psychology growth and the parent-child relationship. New York: Harcourt Brace Jovanovich.

Neisser, U. (1976). Cognition and reality. San Francisco: W.H. Freeman.

Newberger, C.M. (1980). Parental Awareness Scoring Manual. Boston: The Children's Hospital.

Paul, R. (1990). Critical thinking: What every person needs to survive in a rapidly changing world. Rohnert Park, CA: Center for Critical Thinking and Moral Critique.

Powell, D. (1989). Families and early childhood programs. Washington, D.C.: National Association for the Education of Young Children.

Posner, G.J. (1985). Field Experience: A guide to reflective teaching. New York: Longman.

Schon, D.(Ed). (1991). The reflective turn: Case studies in and on educational practice. New York: Teachers College.

Schon, D. (1983). The reflective practitioner. San Francisco: Jossey-Bass.

Thomas, R.G. (1988). The tailored response test: An approach to assessing higher order thinking related to work roles and contexts. St. Paul: University of Minnesota, Minnesota Research and Development Center for Vocational Education.

Thomas, R.G., & Englund, M. (1989). Instructional design for developing higher order thinking: Vol I Knowledge domain development. St. Paul: University of Minnesota, Minnesota Research and Development Center for Vocational Education.

Thomas, R.G., & Englund, M. (1990). Instructional design for facilitating higher order thinking: Vol.II. Instructional design model. St.Paul: Minnesota Research and Development Center for Vocational Education.

Vygotsky, L.S. (1978). Mind in society. Cambridge, MA: Harvard University Press.

Weiss, H.B. & Jacobs, F.H. (Eds.). (1988). Evaluating Family Programs. New York: Aldine De Gruyter.

APPENDICES

Table 1.

Profile of Learning Environment Parent Groups: Gender

	Total		Female		Male	
Group	N	%	N	%	N	%
Suburban Mothers 1	9	*29*	9	*100*	0	*0*
Suburban Mothers 2	8	*26*	8	*100*	0	*0*
Outreach	4	*13*	3	*75*	1	*25*
University	4	*13*	3	*75*	1	*25*
Teens	6	*19*	4	*67*	2	*33*
Total	31	*100*	27	*87*	4	*13*

Table 2

Profile of Learning Environment Parent Groups: Age in Years

	Total		18-24		25-30		31-35		36-40	
Group	N	%	N	%	N	%	N	%	N	%
Suburban Mothers 1	9	*29*	0	*0*	5	*16*	2	*6*	2	*6*
Suburban Mothers 2	8	*26*	0	*0*	3	*10*	3	*10*	2	*6*
Outreach	4	*13*	1	*3*	2	*6*	1	*3*	0	*0*
University	4	*13*	1	*3*	1	*3*	0	*0*	2	*6*
Teens	6	*19*	6	*19*	0	*0*	0	*0*	0	*0*
Total	31	*100*	8	*25*	11	*35*	6	*20*	6	*19*

Table 3

Profile of Evaluation Study Groups: Highest Level of Formal Schooling Completed

	Total		8th Grade		High School		Tech. Col.		Some Col. No Degree		AA Degree		BA Degree		Master's		Doctorate	
Group	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Sub. Moth. 1	9	*29*	0	*0*	0	*0*	0	*0*	4	*13*	2	*6*	3	*10*	0	*0*	0	*0*
Sub. Moth. 2	8	*26*	0	*0*	0	*0*	0	*0*	2	*6*	0	*0*	5	*16*	1	*3*	0	*0*
Outre.	4	*13*	0	*0*	2	*6*	2	*6*	0	*0*	0	*0*	0	*0*	0	*0*	0	*0*
Univ.	4	*13*	0	*0*	0	*0*	0	*0*	1	*3*	0	*0*	1	*3*	0	*0*	2	*6*
Teens	6	*19*	6	*19*	0	*0*	0	*0*	0	*0*	0	*0*	0	*0*	0	*0*	0	*0*
Total	31	*100*	6	*19*	2	*6*	2	*6*	7	*23*	2	*6*	9	*29*	1	*3*	2	*6*

Table 4.

Profile of Learning Environment Parent Groups: Participants' Children

Group	Number of Participants	Total Number of Children	Gender of Children		Children's Mean Age in Years	
			Female	Male	Oldest or Only	Youngest
Suburban Mothers 1	9	16	5	11	2.61	1.07
Suburban Mothers 2	8	12	5	7	2.14	1.04
Outreach	4	6	3	3	3.71	2.5
University	4	4	3	1	2.07	-
Teens	6	7	5	2	1.81	.58

CONCEPT MAPS

SITE 1
DESCRIPTIVE LABELS FOR DISCUSSION IDEAS
GROUP RESPONSES

GROUP I

Language in Play
- Labeling
- Verbal explanations of actions, feelings, objects & how they feel
- Use child's name
- Positive tone of voice

Physical Play
- Initial demonstration with freedom to explore
- Allow baby to lead play, be creative in HIS OWN way
- Be safety-conscious, child proof so baby can explore freely
- Allow baby to explore and play alone sometimes

GROUP II

ACTIVITY	RESULTING BEHAVIOR
Scene 1. Baby>>>playing/observing toys	Baby>>>>uses senses enjoyed self-sounds happy/creative or frustrated
Mother>>>encouraging play showing toys	Mother>>>allowed freedom/creativity or very interfering
Scene 2. Child>>>helping/assist diaper change	Child>>>felt involved/important/secure enjoyed helping and feeling responsible
Mother>>>encouraged help	Mother>>>positive reinforcement teaching future responsibility and willingness to help
Baby>>>playing/observing toys	Baby>>>uses senses, enjoyed self-sound happy/creative or frustrated
Scene 3. Mother>>>encouraged play showing toys, directing play interfering	Mother>>>allowed freedom/creativity or very interfering

Group III

Interaction Style - Parent Leading
- distracting
- trying to interest baby
- encouragement
- introduced new toys
- active role

Interaction style - child leading
- encouragement
- allow exploration
- laid back
- observing

SITE 2

WAYS BEHAVIOR/SCENES DIFFERED

GROUP 1

DECRIPTIVE LABELS FOR DISCUSSION IDEAS GROUP

RESPONSES

	Adult Focused	Child Focused
Parent Behavior	• Goal oriented • More directive • Distractions ok (Adults can filter out)	• More open, flexible • Take cues from child • Calmer • Fewer distractions
Child Behavior	• Frustrating • Rebellious • Rushed, Resistant • Learn to get things done	• Happier, feel respected • Open, flexible
	Age of Parent/Child Personality Task to get done Parent experience etc.	All influence how things get done

SITE 2 Group 2

DESCRIPTIVE LABELS FOR DISCUSSION IDEAS

GROUP RESPONSES

--Environment.

--Sensitivity to cues--taking lead from child.

--Aware of development of children--what's appropriate

--Adult's sensitivity varies throughout the day.

day to day--

--other influeces

--Personality of child--Parents sense of control.

SITE 4

DESCRIPTIVE LABELS FOR DISCUSSION GROUP RESPONSES

NEED OR DESIRE

Adult-focused:

- expressed through means appropriate to his/her developmental needs as a parent
- attentive to personal needs only, after the welfare of children is attended to
- when supporting child's needs

Child-focused:

- expressed through means appropriate to his/her developmental level
- sensitive moms were attentive to baby's needs
- were conscious of babies space and interests

ACTION>>>>>>>>>>>>>>> on a contiunuum>>>>>>>>>>>>>>>>>RESPONSE

- support child's behavior
- premature challenge
- challenge and support
- allow space and respect
- demanding

- patient/impatient
- respect/intrude
- interested/not interested
- condescending/sensing
- sensitive versus less sensitive
- empathy and accurate perception
- control versus support

GROUP DISCUSSION

Site 4 Group Discussion

SENSITIVITY

. . . Oh, the idea, it's interesting to me to think of all the advantages that come from not ascribing to a child all of the virtues and sensitivities of a mature adult when it comes to emotions . . . one move and you will wreck this child's life. Because you know as an infant, you drop them once and you might not be able to fix them, and so, you know, there is all this sensitivity that I have, so I hate to admit that I have to be that careful around Mora, then I'm ascribing all kinds of human qualities to animals that we know probably even less about, they certainly don't have the potential of child, just like don't treat this dog that way, little puppy, don't hurt me, but you know, so I'm I have a tendency to go the other way, I think that they are operating on a very sophisticated level, not that I do damage, but I'm amazed at this little 2-1/2 year olds, what was it, we made a big deal about a poop and there were some people coming over, and right before, it was like hurry up we need to change those pants because some guests are coming over and the guests were delayed and Mora went through this whole little routine and in the hall you could hear you say, they won't want to pick you up Clarice if you have this icky poop, oh, what a mess, oh, you smell, it was like.

And you go did I really say those things, oh, my god.

But more importantly that's what she thought we said - she was mimicking us, the occurrence had happened just a few minutes before.

No, that's what I mean, is what you are thinking, did I really say those things to Mora.

Or at least that's what's she's interpreting.

Or more importantly, that's what she thought you did, she was getting her baby ready just like we were getting her - and how she did it was her own exaggerating way, although maybe not so exaggerated, so I think they're more sophisticated about feelings. When Mora screams at us, she screams back in exaggerated scolding that we have done to her, don't you do that to me, it's like that's us, maybe not to that extreme, but if I said don't do that real firm, probably twisting the knife that I am mad, anyway. I have a tendency to go the other way when it comes to their feelings.

The animal rights movement people, you know, how they talk about kind of respect the animal, this thing, have that kind of respect thing has nothing to do with - well treating them as people as opposed to a non person or something to laugh at, respect and it also is something to do with level, you know, I think that a more positive way, can be where the child is at, you know.

Respectful?

Yeah, or maybe just, you know what is condescending I think. Sometimes I think the behavior of some of the parents (in the video taped scenes) was condescending, you know, sticking that toy in the baby's face, it's like, gee they know what they like, they don't like, they like the one they are reaching for so it's condescending along that same respect.

Site 4 Group Discussion

Dominating too, I think too, domineering.

It's kind of hard not to be dominating when you are so much bigger and more powerful, people still can't use their child to overpower. What I was thinking of when I think of this power thing, I think of a mom that kind of let the baby do what the baby wanted to do, it was like who - first I was thinking, who was really controlling, the baby was controlling because the mom let the baby do whatever she wanted, but then I was thinking really in the one of the lessons, really the baby was in control, the baby allowed herself to get like not upset, but wanting to change the child's behavior and by doing that, the baby was really controlling the mother by acting that way, as opposed to the other way, the baby wasn't really controlling the mom, the baby was just doing what it wanted to do and the mom was just letting it.

So like reactive proactive kind of stuff, maybe.

It was like at first I thought the baby was in control, the mom was just letting go, but really by being able to control moods of your parents, you really controlling them.

We are afraid to lose our power and so we have to push our will on - not that it was that extreme.

I think these are good ideas, but I think they come into play at different ages. I think definitely at 2-1/2 or even 1-1/2 the kid can understand, you know, about controlling the parents, but I think an infant, six months, nine months, I don't think they really have a grasp of that.

I disagree - all the time, Jordan knew how to get me, I mean if they are crying.

Do they really know that or does it just seem to you because, you know, -

What they do is like in order to achieve an end, not just for itself, it isn't that controlling like if they are crying because you won't let them do something.

Yeah, but how do you know if that is what they are doing, or if you're just projecting.

Superimposing.

I think they know at a very early age that they do certain things that get reactions. They might not know always what reaction, what kind, but I think -

But in a way that could be considered controlling?

Well sure, if they know they cry and that will get them something, then they cry, the know they will get picked up or they will get food.

Jared doesn't cry so much any more because I say just go ahead a cry, but he does other things, like last night I had a couple phone calls, so I had to be on the phone and he gets really mad if I am on the phone too long, he is walking around throwing things, climbing on things he wasn't supposed to climb on, but I had to get off the phone and watch him because he was doing things that were dangerous,

Site 4 Group Discussion

he was climbing up on this high chair and trying to pull things down and he was going into his room and come out five minutes later without a diaper on, it was things I had to go take care of so I couldn't be on the phone. He was doing those things deliberately knowing that I'd - not saying now mom is going to have to take care of me, but these things he knew would get me off the phone.

But as far as the crying to get food, I just think there is a difference between responding to your environment in a way, that's survival instinct kind of thing and something where the kid doesn't want the mom on the phone, so he knows what he can do -

Well I think we are talking degrees.

More purposeful, you mean more purposeful.

Are there degrees?

We're talking degrees, I mean obviously it's not going to be to the degree at 2-1/2, but you'd have a hard time convincing me that even newborns aren't going to have at least some degree of knowing at some level there is a response action response kind of -

It's only because we let them know. I'm thinking of Jordan and he would cry all the time to eat and I'd let him eat, I'd let him nurse, because I was nursing so long, he was nursing like once every hour, it was like every time he cried, I didn't want him to - I didn't know what was wrong with him, so I thought he was hungry or just wanted to be next to me so I'd let him nurse so he just knew, if that is what he wanted to do, he knew exactly what to do.

To do this. I think Robin your whole point in the whole issue kind of dimensions the complex, I think human behavior on an adult level can be explained by a need to that we have certain needs that they are more sophisticated and we think in terms that are certainly beyond the needs that a child has, but we are struggling with dressing a certain way, to have some kind of a need met for recognition and that the same kind of dimension that they want attention, pull something down because they think you are spending too much time attending to the phone and you should be attending to me. You know, at work, we spend $1,000 on a new suit to get an interview so that we get that kind of recognition and attention that will make an impression on the interviewer so I think the need idea is kind of a common thing throughout in that we are trying to having their needs, whatever they see as their need warmth, touching, clean diapers or burp or whatever.

Q. It may sound somewhat but if you have a need, you are talking about an actual plot.

Yeah, I mean it's a natural response for adults, but our level of sophistication is it is not appropriate for me to cry in public as an adult, but the little kids in the Target store, they cry.

I would too, sometimes I want to cry too.

Site 4 Group Discussion

Well just getting back to this how this all ties in with the control and who is controlling who, I . . . guess maybe tying that into the respect think it is probably better err on the side that they do know what is going on and treat them with respect rather than -

Assume that they are -
Assume that they are this little neophyte.

And I think that is a really good point, we don't know that for sure, but I guess they are a human being and so there is this sense that - my sense is they know more than I like to think they do and feel more and I would want to be respectful of that. And plus I guess I sort of think from the very first that's how they learn too, that's how they learn feelings and all of the values that are my values is by me being that way to them, so it's like I can't wait until they are 2 or 3 and then suddenly be this -

Switch gears.
Switch gears, it's like I think you just do that from the beginning.

When they are that, they obviously have some concept of what is being done because - you can feed a child all they need and not give them any warmth and love and they die, so obviously they know, they perceive what you are putting in , it is just that process.

Right, see that may be where the argument comes in, not that it happens over night, but when does it happen, it's better to err on that it happens from day 1 as opposed to waiting until they are 5 or 6 or 2-1/2.

The age of reason.
Yeah, it is a continuum and I think - you know earlier.

Q. What kind of - what might be something to do major things that you don't have-

Major themes with parent/child interaction, or?

I would think definitely the respect issue and the challenges.

Yeah, so maybe levels of respects, so you are not one of those parents any of the parents who are disrespectful of the child. It seems to be more than that, it's real subtle.

Right.
Something about empathy, too.

I was going to say, being more in tune. It means you have a clearer path of reception between you and them, maybe that has to do with how many other things you need to do that day, you can't always be completely perceptive of everything they send out to you.

And accuracy in reading, being able to understand what the message from the child is. What do they mean when they find -

Site 4 Group Discussion

MOTHERS AND FATHER DISCUSSING FATHERS

Q. Okay, well maybe we've explored this -

Like at our house, the dad might think we are doing a family thing, but really he is off there somewhere, you know.

That's a good point.

It's not always Beaver Cleaver

That did have kind of a funny Beaver Cleaver attitude, I mean, I think of times where maybe not that focused on family but more like downstairs why don't you come with me, it's different, maybe a little more masculine as well as one on one.

I know it is like men parallel play like you have these little kids and they kind of play next to each other, and I think that is kind of - sorry Kevin, but they kind of -

No, no.

Mike and Jordan do all the games like when Jordan takes his toys out, I rarely will play with him, I will say you do it and I'll watch it, I'm just not that kind of a mom. I don't know. I like watching him play and I'll help if he needs help. Mike sits down next to him with the duplos and builds his own bank and Jordan is building his little symmetrical deal and Mike is trying to build, and Jordan will knock Mike over, but they do, they sit next to each other and do their own thing but next to each other.

That's that difference, I think between men composition and nurturing versus

Then they wrestle on the beds and that's pretty together play.

Q. You mentioned something about the 20 questions, how do you feel about that when that is dumped on you?

I do that to my husband constantly.

I'm not all that sensitive, sensitized to it because the reality is Mora does spend a greater amount of time with Sue so I imagine Sue misses her when she is not around, just a comfort thing. The other is usually, I like to talk about we did, so maybe it's me kind of answering the questions before Sue gets to ask. Well Mora, tell mom what we did, what happened and it's not bad things, but hopefully.

Then he let me have this candybar.

We had a cookie and we saw someone who did this and we someone who did that.

I was going to say, I don't really feel like if you go off somewhere and you come back and I ask you. What I did when Mora was little, if I was leaving I would leave Kevin a list.

Site 4 Group Discussion

Instructions, yes.

That was more, even if I was gone to get groceries, because that was when she was having bottles every four hours. He didn't seem to - yeah, I think part of it was I was doing it and managing it, I really felt like it was stuff he didn't know, that he didn't know when her next bottle was or when I had changed her last. I don't know, I felt like I needed to do it, not that she would have died.

I sometimes think, too not that there is no end to it, that Sue needs to tell me this and I need to - that might just part of the give and take. Whether I know or not.

Q. Part of this communication scheme you have so that you know what is going on.

I counted on it too, I counted on her to refresh my memory, she would ride right though, it would necessarily be I know that, I'm not an idiot.

I think, you know, it occurred to me like you know what we talked about last week about you taking Mora sliding and even with the list leaving or the 20 questions, it occurred to me that it is kind of like trying to be part of what is going on with the child even though you are not there and not so much, well also part of it that I, you know, I want to keep tabs on what my husband is doing, but I want to part of it when I'm not, you know, same as day care, you know, you want to know what is going on so you feel part of her life.

I have a different situation I am comfortable letting her go, that year we had together we are so incredibly close, she feels secure with me that mommy will come back for me at daycare, she doesn't want anyone to know that I'll come back, she is never frightened, and I think it is because, she spends a third of the time in the day care, a third of the time in bed and a third with me. It used to be all the time with me, once we got used to, you know, I'm still going back to mom. But, I can too because -

I think the routine like you say in getting used to -

After being home for a year, you know, just the two of us together all the time, and when he got used to it, he just knew and then he'd be okay. He'd cry every time I left him, I mean the few times he does do that, I have to call a couple hours after I leave him to see if he is okay at school. He cried when I left him, he never does that and if he does that when he goes to see his dad, I get really upset, like, well why doesn't he want to go, and it may just be it's the day. He rarely

You know, Robin's point about you kind observe the parallel play idea, you know, maybe to be together and do something different.

It's the comradery.

It's the interaction with each other. I'll send my husband out to do some male bonding and he'll come back and I'll say what did you do, what did you talk about, it's like oh, nothing, you know, and I'm sure -

Site 4 Group Discussion

We're just together.
. . . like there is nothing he really can put a finger on, they are just together.

Q. Maybe there is something special about those times.

Need something different and I think that too of my own father when he wanted to share with us. Just to accompany him, just to keep, so I equate it more how my father was around me and then I am kind of replicating that, well I think well maybe that's the way -

Men

Men are socializing, have a relationship. It's the comradery as opposed to the in depth emotional sharing. My fiance, I won't surprise him, he never tells his friends, the things he tells me, but I have to have my friends tell them everything even after we talked about this stuff.

But I think too, you seem more comfortable when you and Mora are kind of -

Doing something.

Not necessarily play.

No, something productive.

Like you are making the bed or cleaning or dusting, so that -

And that's more my father, because the only time I would ever be with him was when he would do things, do
things around the house or around the farm, so that was, he was always doing things.

But she gets a big kick out of it.

Yeah, to a certain extent, if he would let me do it, see a lot of times he wouldn't let me do it, he would just want me to watch, and so I try to be careful to engage Mora in being part of whatever, you know, you have a screwdriver too. I think of Chuck and some of the other parents I have been around where not for very long, it's not like we take the kids and get together at the park or something, but it is just that we could be together talking and those kids could be there and then I would remember that as a time not where Chuck and I were together, but when we were all together, but really it was like that, but we weren't right on top of one another, it was just distant. Maybe the idea of being in the same room together means being together to me, while being -

Interacting.

Much closer and like you share the warmth.

Q. That parallel play.

And I think that's okay, isn't that how we play, she seems to be happy.

Site 4 Group Discussion

One thing you were thinking about - but the swimming lesson thing.

Yeah. but that particular because I didn't learn how to swim until I was an adult, so the idea would be fun. Also, my father and I never played, he always worked. We always worked together, so the idea of swimming is fun.

And I was telling them how Mora got into sledding with you and really identified that activity with you, that that was something that dad would do and that didn't want to do it with you. I think it's fun. I like the swim lessons though.

Join the Y and you can all go together, we do that, or I sit in the hot tub and watch them.

Q. You will have to have two different nights.

Right, but it is hard, even that configuration Robin where you would be off and they would be together. Maybe it's not great for observations from everybody else, but it certainly was to me, when I heard them talk about how it is hard of feel the relationship, you know, so that it's much easier for Mora and I go to go to parties and me kind of be in tune with that than it is for Sue, I and Mora. Because it's not that I'm cold or can't figure it out, but sometimes I'll be with Sue, then it's like I have to switch gears. I think the easy thing for couples is that's an important observation. Maybe to try where the mother was more of an observer and we just kind of come in not unlike the configuration, wait a minute, she's going to drown, grab her.

Q. In some ways that's being sensitive letting the other and they spouses too, they need to have that time with the child where they are going to set back.

And it really is hard for me with Mike because he came into the picture when he was a year old and still is not full time, but he didn't live with him, so it is really hard for me not to say anything when I don't necessarily agree with how he is handling something or when I want to say when he is not doing something I think he should be doing. Sometimes I'll just stop myself and say okay, sometimes I just want to - I feel like I know more than he does about parenting because I've been a parent this whole time and he's only sort of kind of learning how to be a parent.

Q. But how do they learn.

That's why I try to step back because I know very soon I'm going to have to - it's going to be one of the hardest thing of letting go of total parental right, as far as I get mad at him for not assuming responsibility and at the same time I don't want to give up my upper hand as far as who's really in charge.

But I think that - even when they are together, I think moms are managers and it's hard to give that up, I really struggle with that.

The whole role that you referred to in the nursing and that kind of care, it's just - I mean in the kind of natural order of things, that the male is the outsider to the smaller child, that's the foundation. That's the foundation for early childhood.

And with us, there were no men in his life, there were no men in his life until that stage was just about over with. His dad and Mike both came back into the

Site 4 Group Discussion

picture at the same time, his dad didn't see him until he was 15 months old and Mike and I started dating when he was about 15 months old. Actually it has been really nice, when I think back, is it actually happened, because he sees both of them as being very -

Equal, yeah, that is an advantage.

Q. But a difficult situation. Are you going to try to be ever equal.

That is kind of the reason I don't want to have any more kids, I never wanted to have more than one, but now I'm thinking, boy I don't want to have another one they have totally differently life styles, then one is off with this other person who is really his dad.

Or if his dad gets remarried, that's what I think about.

He does live with a woman right now.

Oh, see that's what I would. Because John and I talked about our future and you know if John and I are John and somebody else, and I just, um, I come from my parents were split up and divorced and it went okay, but I don't think that is something I would want to repeat, I don't think I would ever get married again. John would most men do.

They need somebody.

Yeah, you know, and that's fine, but I think it would be real hard to give up your child to a second mom.

Site 1 Group Discussion

Discussions on Fathers from Mothers' Perspectives

Video scenes: (Dad and Toddler: What a girl!)
(Dad, girl: dressing the Doll)

Q. What did you notice? What are your thoughts?

--warm tender dad
--gave lots of positive reinforcement
--seemed to be able to notice and anticipate what child was doing or going to do
--must have been doing this kind of play for awhile, seemed comfortable
--knew how to handle a toddler
--didn't seem lost about how to entertain the child
--appeared to enjoy the child, was relaxed

Q. Consequences of this kind of relationship?

--be able to communicate openly later
--be understanding of one another
--want to continue getting together as adults
--child would feel free to come to dad when there were problems

Video Scene: Dad and girl in pancake bake off with mother helping

Q. What did you notice? What are your reactions?

--Nice turn taking between girl and dad
--Good teaching situations, (guess eggs--what does it smell like, what is the prize?)
--High comfort level between two
--Mom seemed at times like she wanted to step in and control but she didn't, that must have been hard for her because I would have gone in and rolled up the girl's sleeves so they wouldn't get dirty and have blown her nose when she coughed.
--It seems like a regular routine that they started earlier. Good way to involve the dad where he has a special time with his child. We moms are at times possessive with the children. We moms need to provide time for dad to help.

Q. In what ways may getting dad involved be handled?

--I just leave, go to the store, tell him he has to fend for himself.
--We take turns, he has every other night to put the kids to bed. His routine is different, and that is difficult for me because I think routines and sameness is good for young children, but my child doesn't seem to care or mind.
--I have a bad back, so I can't bathe my son. My husband has started to do that and then he puts him to bed. He makes up his own schedule because he seemed to think that 'ok, I bathe him, I don't have to take your laundry list of procedures, I can do it another way.'
--My husband likes to get down on the floor and play with our daughter. It is a way for him to unwind after a tough day. I get the evening meal while he does that.
--Have another baby and then there is no way your husband can not be involved. He plays with the boys when he gets home and that frees me to get the meal. He

Site 1 Group Discussion

plays more rough with them than I do but I think that exposes them to another type of play.
--My husband leads me to believe he can't take care of our child like I do and he exhausts the list of things to do in 10 minutes and then comes and asks 'now what do I do?' He needs classes like ECFE. Maybe I don't allow him (husband) enough room to explore on his own. Maybe I need to just sit back and let him practice on his own.
--I tell my husband that two nights a week I'm just going to relax and it is his duty to take care of Jimmy. I leave the room and he goes upstairs and I hear them crash around but I don't interfere. They need that time together to get to know one another. I tell my husband if anything happens to me he has to know what to do.

Time was up

*Will explore consequences more next time. (see 2/13 discussion below)

2/13

I'm just a little bit worried about Ryan because he - that part, you know, everything else will be fine, then all of a sudden it occurred to me when I was re-arranging the medicine chest that everything would be exactly, because my son has asthma and he can have acute attacks, so I have everything close now, but my husband has not been to all the doctor appointments so he doesn't know all the procedures even though I've discussed it with him, I'm still a little leary. Then I realized how much I have inside my brain that he doesn't have so on each bottle I'm writing 3/4 of a teaspoon, this is this, this is that, here's the remember I told you where it was before. I almost feel like he is a babysitter.

But doesn't it feel like a job, I mean that's how it was on my old job, it was like I was the only one that did that job and when I left nobody else could do it.

No, it doesn't feel like that, but I'm just really concerned, if something would happen when I was gone, and he didn't deal with that properly, I'd have a hard time dealing with that, if something happened, and it did and everything was fine. I don't know, he's kind of like a space cadet, I mean sometimes I wonder. He can call 911 or something

And you are going to be calling.

Yeah.

No, I'll call when I get there and give him the number. No, you got to realize they're older, I've been doing this for a few years, I don't have that same, I have to call every day.

It does change.

I can detach. I've spent the last year eight years of my life being mommy cleaner, everything, I can detach. Yeah, it never occured to me, he doesn't know how much Tylenol to give him when he's under two, nothing is written on any of the bottles. You know, so.

Site 1 Group Discussion

So how do you

I think he's impressed.

You know so much.

I don't dare, and they are always up at Northtown something was going on, some friend of his had a booth there, I guess there was a railroad exhibit. He was happy, they wanted to do that, but he forgot to bring a bottle, I didn't discuss anything with him and he was frustrated when I got home Derick was napping, he was terrible, we talked it over, but I think they have to learn to think things out a little bit, you can't do it all for them, I didn't want to sit down and do this, do this, I think they just have to do things and use their brains.

That's right, and I think if we tell them, they don't have to think it is easy for them. So,

And of course those formulas are so expensive.

Unfortunately we get mad.

But I think this gives us an insight. A woman gets mad at her husband because he spends too much time at work, road trips, on and on and we are jealous if that, and I am at home.